Debating societies should be formed in all classes, except perhaps in the primary classes. Religious and moral instruction was not imparted in schools. Lectures should be delivered by well-qualified teachers on character-building, religious devotion and kindred subjects.

Muslims were still backward in education. There was only one Inspector for all the Mahommedan schools in the State. At least one Inspector should be appointed in each Division.

DEWANS' REPLY : നിങ്ങൾ പ്രസ്താവിച്ച ഭാഗങ്ങളെപ്പറ്റി യെല്ലാം ഗവണ്മെൻറിൽ നിന്നും ആലോചിക്കാം.

[The points urged in your representation will be considered by the Government.]

70. Educational Reforms.

MR. K. BALAKRISHNAN (*Nominated*) said that the existing system of education produced a large number of men and women who were fit only to be clerks and copyists. The system should be so altered as to enable the youth of the land to earn their livelihood by following industrial professions. Subjects such as short-hand, book-keeping, type-writing, photography and painting should be taught regularly in educational institutions. Similarly, tailoring, music, gold-smith's work, mat-making, pottery, etc. should find a place in the school and college curricula.

It was regrettable that a large proportion of the State's population was illiterate, according to the census of 1921. About four lakhs of children of the school-going age never went to any school, and ninety-nine per cent of them belonged to the poor and depressed classes. Unless the principle of compulsion was adopted in the sphere of primary education, those children could not be brought into any school at all.

The Government were already spending a large amount on the Education Department. But all that money was spent in the wrong direction. There was considerable educational waste, as the majority of pupils belonging to the poor and depressed classes left schools after they had been in one or two classes. As education of that kind did not make them literate, a portion of the amount spent on education was wasted. It was seen from the Hartog Committee's report that even in British India there was such waste. Primary education should be so designed as to promote literacy and develop the capacity of the citizen to exercise an intelligent vote.

Unless education was made definitely industrial in character and unless the primary stage of it was made compulsory with a view to make literacy universal in the State, the huge expenditure on the Education Department would continue to be a waste. Perhaps, critics might say that the State could not afford to meet the extra expenditure and that no additional financial burdens should be undertaken on behalf of education. But that criticism was as uninformed as it was unjust. If the State could not afford to spend money on the elementary education of every boy and girl, it should not expect to remain long in

the front rank of Indian States. There was much more implied in education than the power to earn bread. The richer, fuller and better life that went with the educated mind should not be the privilege of the few. But even for bread and butter reasons, provision of further educational facilities for making primary education compulsory would be essential, for the opening of additional schools would result in the absorption in Government service of a large number of educated young men so far unemployed and provide a satisfactory solution to the problem of unemployment. The Government should practise judicious economy in other matters and, if necessary, utilise the Devaswom funds, for making literacy universal.

DEWAN'S REPLY: Many of the suggestions that you have made in the course of your representation, Mr. Balakrishnan, you yourself concede, are not very new, but it may be said that, until a suggestion has been accepted and acted upon, it is new.

With regard to one or two of the matters that you spoke about, I should like to say a word or two. First, with regard to compulsory primary education, there is very great difference of opinion as to the necessity for that at least in Travancore, and among those who are not satisfied of the necessity are many experts.

Another point that you mentioned was the waste that is taking place in primary education. That also is a point that, as you yourself have pointed out, has been taken note of by the Hartog Committee, and you will find by a reference to the report of the Education Department for the years 1103 and 1104 that Government are also aware of that and they are devising ways and means of avoiding or at least minimising the waste.

The other suggestions that you have made as to the changes in the curricula of studies and in the system of education, as it is, are very valuable suggestions and will be noted and considered by Government.

71. Educational policy.

MR. P. J. THOMAS (*Trading Classes, Changanachery*) said that if education in Travancore had been more practical and moral, the existing unrest caused by unemployment would not have occurred at all. Industrial instruction should be imparted in all schools. If the Government had been more liberal in their treatment of private schools, much of the enormous expenditure on education could have been curtailed.

An agricultural school should be opened in every village, with an acre of land adjoining it for providing facilities to students to make practical use of their knowledge. Spinning, weaving, book-binding, short-hand, etc. should also be taught.

Moral instruction was not imparted in schools. The text-books prescribed by the Committee during the time of the late Kerala Varma Valia Koil Tampuran were suitable for affording moral training to the young; but the existing text-books, which presented a contrast to those